

The tables below provide the reader with a quick overview of how the specific recommendations for dual enrollment align with the potential benefits of dual enrollment (Table 1) and legitimate concerns about dual enrollment (Table 2) identified by the task force. The effort to minimize the concerns and maximize the benefits guided the work of the task force.

Table 1. Potential BENEFITS of Dual Enrollment in Montana		RECOMMENDATION (SEE SECTION II)
1	Students expedite their progress toward a college degree by earning as much as one year's worth of college credit while still in high school; thus, dual enrollment provides an attractive alternative to the phenomenon of the "lost senior year," during which many seniors, having completed high school graduation requirements, fail to remain engaged academically with a substantive academic schedule.	Curriculum (A) 1, 4 Administrative (D) 4
2	Students and their parents reduce the cost of a college education through (a) reduced tuition for dual enrollment courses and (b) reduced room, board, and other costs related to relocating to a college campus after high school to complete the degree.	Curriculum (A) 4 Administrative (D) 4 Fiscal (E) 1, 3
3	Students have the opportunity to experience post-secondary education while still in high school, easing the transition from high school to college.	Curriculum (A) 1, 3, 4 Administrative (D) 4, 6
4	Students with unique interests or exceptional abilities have access to a broader array of curriculum choices in academic and/or career/technical areas than the high school alone can offer without adding staff.	Curriculum (A) 1, 4 Students (C) 2 Administrative (D) 4, 6
5	Students who are unchallenged, unmotivated, or dissatisfied in the traditional high school setting may flourish in a different educational setting.	Curriculum (A) 4, 6 Students (C) 2 Administrative (D) 6
6	Proactive dual enrollment programs provide mechanisms (e.g., teacher referral, ACT test results) for early identification, advising, and provision of appropriate learning opportunities not only for students well-prepared for college, but also for students who need to be better prepared if postsecondary education is their goal.	Students (C) 1, 7 Administrative (D) 2, 4, 5 Fiscal (E) 1
7	Highly qualified, high-quality high school and/or college faculty have opportunities for professional growth and additional income.	Faculty (B) 2, 4
8	High school and college faculty in the same disciplines engage in an ongoing, meaningful dialogue about the course work and students "at the seam" between high school and college, leading to improved understanding, communication, instruction, and coordination in both sectors.	Curriculum (A) 2 Faculty (B) 1, 3, 4
9	Dual enrollment programs provide a mechanism for collaboration between K-12 and college counselors, admissions offices, administrators, and policy-makers.	Curriculum (A) 2 Students (C) 1, 5, 7 Administrative (D) 2, 3, 5

Table 2. CONCERNS about Dual Enrollment in Montana		RECOMMENDATION (SEE SECTION II)
1	The high school curriculum and the high school experience itself are designed to achieve local and state learner goals and to prepare students for a broader range of options and roles than "going to college."	Curriculum (A) 2, 4 Faculty (B) 3 Administrative (D) 1
2	The college course and experience assumes a student capable of and committed to a certain level of rigor and personal responsibility. To achieve the maximum benefit, dual enrollment coursework must have college-level rigor and expectations for both students and faculty and result in transcribed grades and credit.	Curriculum (A) 1, 2, 3 Faculty (B) 1, 2, 3 Students (C) 3, 4, 7
3	Dual enrollment courses are an addition to high school learning opportunities, not a replacement of essential high school courses or disciplines.	Curriculum (A) 4
4	Access to dual enrollment opportunities must not be limited by a student's socioeconomic status, postsecondary goals, or proximity to a postsecondary institution.	Curriculum (A) 5 Faculty (B) 2 Students (C) 2 Admin (D) 2, 4, 6 Fiscal (E) 3
5	Dual enrollment coursework, whether dual-credit or college-credit-only, must be taught by faculty whose credentials and qualifications align with established standards.	Curriculum (A) 5 Faculty (B) 1, 2
6	Dual enrollment programs in Montana must be sufficiently consistent in policy and practice to facilitate public awareness efforts, student planning, institutional provision of services, legal and regulatory compliance, and the appropriate development and interpretation of policy.	Faculty (B) 2 Students (C) 2, 5, 6 Admin (D) 1, 3, 4 Fiscal (E) 1
7	Various site-specific circumstances – e.g., college class caps, enrollment levels, transportation, scheduling, risk management – are best addressed at the local level through interlocal agreements between high schools and colleges.	Students (C) 3 Administrative (D) 1 Fiscal (E) 1, 3
8	State funding practices must ensure that neither the high school nor the college collaborating in dual enrollment programming loses revenue as a result.	Fiscal (E) 2
9	Policies and procedures should be designed to help students succeed in coursework that will appropriately expedite their progress toward their postsecondary educational goals.	Curriculum (A) 4 Students (C) 1, 2, 7 Administrative (D) 5
10	Policies and procedures should be designed to ensure that students are aware of, prepared for, and committed to the opportunities and expectations of college coursework.	Student (C) 1, 2, 4, 7 Admin (D) 1, 2, 5